

JOHNSTON—EDGEFIELD—TRENTON MIDDLE

1095 Columbia Road
Johnson, South Carolina 29832

GRADES 6-8 Middle School

ENROLLMENT 620 Students

PRINCIPAL Robert Lee Heflin, Jr 803-275-1997

SUPERINTENDENT Dr. Sharon W. Keesley 803-275-4601

BOARD CHAIR Bradley D. Covar 803-637-3775

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	29	14	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

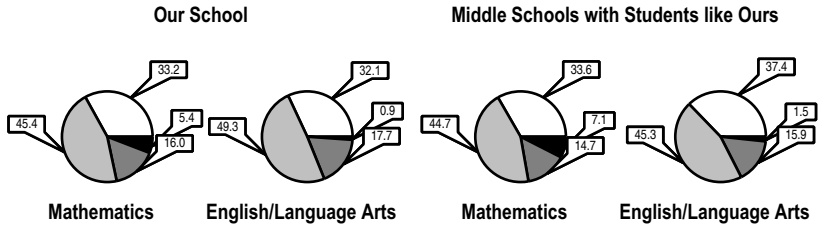
FOR MORE INFORMATION, VISIT WEBSITES AT:




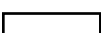
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	156	29
Percent satisfied with learning environment	88.9%	79.1%	93.1%
Percent satisfied with social and physical environment	97.8%	77.9%	74.1%
Percent satisfied with home-school relations	44.2%	86.0%	78.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	604	99.7	32.1	49.3	17.7	0.9	18.6	17.6
Gender								
Male	318	99.4	36.8	48.6	14.5	N/A	14.5	17.6
Female	286	100.0	27.3	50.0	20.9	1.8	22.7	17.6
Racial/Ethnic Group								
White	189	100.0	15.2	52.2	30.9	1.7	32.6	17.6
African-American	399	99.5	40.3	48.1	11.4	0.3	11.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	27.3	45.5	18.2	9.1	27.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	477	100.0	24.2	52.4	22.3	1.1	23.4	17.6
Disabled	127	98.4	62.7	37.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	604	99.7	32.2	49.3	17.6	0.9	18.5	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	602	99.7	32.1	49.4	17.6	0.9	18.5	17.6
Socio-Economic Status								
Subsidized meals	401	99.5	39.8	50.4	9.8	N/A	9.8	17.6
Full-pay meals	202	100.0	16.6	47.1	33.7	2.7	36.4	17.6

Mathematics								
All students	604	99.3	33.2	45.4	16.0	5.4	21.4	15.5
Gender								
Male	318	99.1	33.4	44.3	16.6	5.7	22.3	15.5
Female	286	99.7	33.2	46.2	15.5	5.1	20.6	15.5
Racial/Ethnic Group								
White	189	100.0	19.7	41.6	28.7	10.1	38.8	15.5
African-American	399	99.0	40.1	46.9	10.2	2.9	13.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	18.2	45.5	18.2	18.2	36.4	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	477	99.8	25.1	48.5	19.7	6.8	26.4	15.5
Disabled	127	97.6	65.0	33.3	1.7	N/A	1.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	604	99.3	33.3	45.2	16.1	5.4	21.5	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	602	99.3	33.2	45.3	16.1	5.4	21.5	15.5
Socio-Economic Status								
Subsidized meals	401	99.0	39.6	47.9	10.1	2.3	12.4	15.5
Full-pay meals	202	100.0	20.3	39.6	28.3	11.8	40.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	N/A	43.0	35.2	18.4	3.4	21.8
	Grade 7	217	N/A	30.7	51.2	15.8	2.3	18.1
	Grade 8	207	N/A	33.5	43.3	20.2	3.0	23.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	99.5	34.3	47.5	17.1	1.1	18.2
	Grade 7	201	100.0	28.7	53.8	16.9	0.5	17.4
	Grade 8	208	99.5	33.5	46.5	19.0	1.0	20.0
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	N/A	36.9	42.5	16.2	4.5	20.7
	Grade 7	217	N/A	50.0	35.2	11.1	3.7	14.8
	Grade 8	207	N/A	55.0	34.0	9.5	1.5	11.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	98.5	21.1	54.4	19.4	5.0	24.4
	Grade 7	201	100.0	32.8	39.0	20.5	7.7	28.2
	Grade 8	208	99.5	44.5	43.5	8.5	3.5	12.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 620)				
Students enrolled in high school credit courses (grades 7 & 8)	23.2%	Down from 32.9%	11.8%	14.4%
Retention rate	3.1%	Up from 2.4%	3.3%	2.3%
Attendance rate	95.1%	Down from 96.5%	95.0%	95.2%
Eligible for gifted and talented	10.9%	Up from 9.8%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	21.2%	Down from 21.6%	14.8%	14.1%
Older than usual for grade	8.7%	Up from 7.2%	4.8%	4.9%
Suspended or expelled	0.3%	Down from 1.0%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	54.3%	Up from 48.9%	45.8%	47.1%
Continuing contract teachers	95.7%	Down from 100.0%	80.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.4%	Up from 93.3%	81.8%	84.3%
Teacher attendance rate	95.1%	No change	94.8%	95.0%
Average teacher salary	\$40,160	Up 0.4%	\$38,862	\$39,924
Prof. development days/teacher	10.1 days	Up from 5.0 days	10.2 days	10.7 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio	17.7 to 1	Up from 9.0 to 1	20.8 to 1	21.0 to 1
Prime instructional time	88.8%	Down from 90.5%	88.5%	88.9%
Dollars spent per pupil*	\$0	Down 546600.0%	\$5,977	\$5,854
Percent spent on teacher salaries*	N/A	N/A	62.8%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.0%	Down from 93.8%	95.1%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Johnston-Edgefield-Trenton Middle School, we strive to provide a caring atmosphere that stimulates the academic achievement and growth of our 611 students. We embrace the middle school concept in hopes of providing a smooth transition for our students from elementary to high school.

We are continuously searching for ways to improve instruction. This year our 6th and 7th grade students received two periods of math and language arts every day, and our 7th grade students received two periods of social studies and science on alternating days. The HOSTS program, Help One Student to Succeed, was added this year to assist targeted students in math. We are grateful for the outpouring of community support that HOSTS received. In addition to this program, identified students received computer assisted instruction in our new Success Maker lab and in our after school programs. Our entire faculty participated in five after hour workshops culminating with a five-hour session with Dr. Pam Robbins to learn new brain compatible learning strategies to improve instruction.

During the 2002-03 school year, our school was once again recognized as an Exemplary Writing School. We had a large number of students recognized as Junior Scholars and several students identified by the Duke Talent Identification Program for their high performance on standardized tests. The district's Lt. Governor's Essay Contest Winner for 8th grade, the district's Spelling Bee Winner, and the district's Geography Bee Winner were all from JET. We had two representatives to the state's Young Writers' Conference. Our Math Counts team finished 4th in regional competition which, is the highest finish in our school's history. Our Honor Band received all superior ratings at the Concert Festival.

As you see, we continue to strive for excellence and to open windows of opportunity for our students. We are proud of our students and our faculty for these accomplishments. We wish to thank all of our parents, faculty, staff and community members who continue to support us.

Robert L. Heflin
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.